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CURRENT SERIAL RECORDS

THIS IS 4-H 

PA-526

FEDERAL  
EXTENSION  
SERVICE

U.S. DEPARTMENT  
OF AGRICULTURE

***This is***

Productive, responsible,  
mature citizens  
for the future...

**4-H**

#### THE 4-H PLEDGE

*I pledge . . .*

my HEAD to clearer thinking,  
my HEART to greater loyalty,  
my HANDS to larger service, and  
my HEALTH to better living, for  
my club, my community, and  
my country.



Nearly 3 million American boys and girls belong to 4-H and find learning can be fun. They enthusiastically invite all the rest of U.S. youth to "join the gang."

Their parents agree that 4-H is an enjoyable activity, but they also know that 4-H is one of our Nation's most effective out-of-school educational programs. One out of every six U.S. adults is a former 4-H'er—most of them want this experience for their children, too.

In 4-H, young people learn practical skills in a wide variety of projects in agriculture, home economics, citizenship, and personal development. They learn to apply the latest scientific facts to discover the "why" as well as the "how" of what they do at the same time they enjoy friendships and recrea-





*Young people, learning to live in today's world, symbolize 4-H.*

tion. Developing character and good citizenship are the long range goals of 4-H.

As one business leader said, "When youngsters *like* what's also *good for them*, there's an unbeatable combination for accomplishing an important job."

Any boy or girl 9 through 19 years of age may join 4-H by signing up and choosing a project. The main requirement is willingness to "learn-by-doing."

### **Who's Behind It?**

The 4-H program is part of the nationwide educational system of the Cooperative Extension Service—a three-way partnership of the county governments, the State land-grant universities, and the U.S. Department of Agriculture. Local people determine 4-H programs.

Friends of 4-H also give valuable advice and financial aid. About a fourth of the money spent on the 4-H program comes from non-tax sources—from individual donors, businesses, and organizations.

To guide 4-H'ers, some 400,000 public-spirited men and women—many of them parents—serve as volunteer local leaders. These leaders are trained, counseled, and assisted by county Extension agents, who in turn have at their fingertips the vast stores of knowledge of the universities and the U.S. Department of Agriculture.

These leaders advise and encourage 4-H'ers in planning and carrying out projects. They teach them new subject matter, attend club meetings, and most important, have a genuine interest in boys and girls.



# HOW

## 4-H Clubs

### Democracy in Action

Boys and girls enjoy the 4-H Club. Here they elect their own officers, conduct their own programs, and hold regular meetings. They take part in community activities and the countywide 4-H program. Boys and girls may join a 4-H Club by agreeing to work on a project and to follow 4-H ideals and standards.

### Meetings

Most club meetings have three parts—business, education, and recreation.

The club meeting teaches parliamentary procedure, how to make group decisions, how to use elected officers effectively, and how to plan group activities. They teach the duties of a citizen in a democracy.

The educational part of the club meeting centers around individual projects and activities that interest the group. Demonstrations, judging practice, illustrated talks, and group discussions are teaching tools.

Recreation is important at club meetings. Group singing, parties, games, dances, and active sports help youth learn social skills and add to the fun of belonging to 4-H.

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*The 4-H Club meeting is a workshop in democratic citizenship.*





# TO TAKE PART IN 4-H

## Types of Clubs

Clubs are organized in several ways:

- All boys and girls in a neighborhood may belong to one club, with separate project groups within the club. The trend is toward more clubs of this kind; with project groups graded according to the age and interests of the youth.
- All boys and girls in the neighborhood may belong to one club, without separate project groups.
- The club may be centered around one project

area. Members may be all boys, all girls, or both boys and girls.

- It may be a school club, including one grade, two or more grades, or all grades within the age range of 4-H work.

Members hold meetings in their homes, community centers, or schools. Your Extension agent can tell you how to start a new club or join a present one.

## Other Ways to Belong to 4-H

The term "4-H" is much more inclusive than "4-H Club." Though the organized club is the chief way of serving youth through Extension, there are other ways young people can participate in 4-H.

**Special Interest 4-H Groups**—Boys and girls who want to carry out activities aimed toward some special interest may form a "special interest group." This has particular appeal for teenagers, since they help determine their program themselves. The grouping may be of short duration—just a series of meetings, then on to other interests.

**Mass Media Programs**—Thousands of boys

and girls are now taking part in 4-H by way of television. For TV, a 4-H Club and a leader meet in a studio to work on projects for viewers to duplicate. Some boys and girls watch the program alone and do the projects with their parents' help; others watch in groups.

**Individuals**—The boy or girl can do 4-H work alone. He may live too far away from other youth to participate in a group; he may want to branch out on some highly specialized individual work; or he may be the first one interested in 4-H and later be able to encourage others to join with him.

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*4-H special interest groups cover many fields.*



*A 4-H TV Club reaches thousands of boys and girls.*







Projects



Group Action

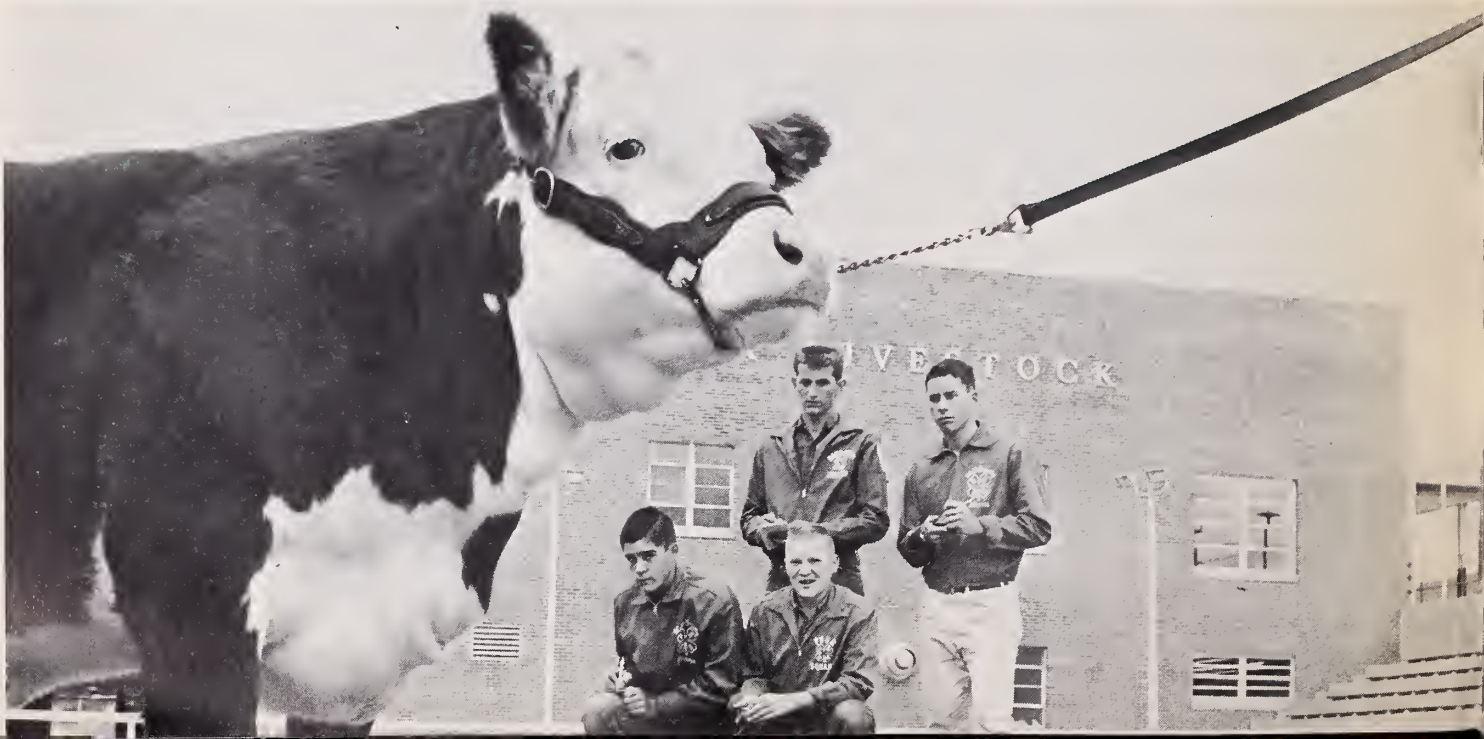


- **PROJECT WORK**—fitting 4-H activities into the farm, home and family situation.
- **DEMONSTRATIONS** — teaching others through “showing and telling.”
- **JUDGING**—learning standards and making decisions based on those standards.
- **GROUP ACTION** — working toward

the objectives of the club, learning about community problems, and working to solve them.

- **ACTIVITIES AND EVENTS**—giving boys and girls an opportunity for experiences beyond the local club.
- **RECREATION**—learning to enjoy life, self, and association with others in social activities.

Judging







Demonstrations

# HOW YOUNG PEOPLE LEARN IN 4-H

Activity-Planning committee



Recreation



# PROJECTS

## Learning by Doing

The project the 4-H'er selects may be one he is especially interested in. There are many kinds of projects for each age group. Some of the most popular areas are:

AGRICULTURAL PRODUCTION  
AND MARKETING PROJECTS—

Meat animal, dairy, poultry, garden  
and field crops

ENGINEERING—electricity, auto-  
motive, tractor

CONSERVATION — forestry, soil  
and water, entomology  
MANAGEMENT — farm, home,  
money

FAMILY LIVING—food and nu-  
trition, clothing, furnishings, home  
grounds, child care

PERSONAL DEVELOPMENT—  
leadership, health, safety, arts and  
crafts, career exploration, public  
affairs

Automotive



Gardening



Livestock



Science



Engineering



Home Grounds

Entomology



Conservation



Clothing



Community Health



Consumer Skills



Horsemanship



Foods—Nutrition



*Gardening*



*Livestock*



*Science*



*Home Grounds*

*Entomology*



*Conservation*

*Clothing*



*Consumer Skills*



*Horsemanship*



*Foods—Nutrition*





*The 4-H Club leader is a respected member of his community.*



*Mature wisdom is a precious asset for 4-H leaders in teaching young people. The project leader (below) finds satisfaction in helping train young hands for adult tasks.*



# LEADERS

## ADULT LEADERS

The success of 4-H depends on the men and women who serve as volunteer leaders. They should be interested in boys and girls and know subject matter. Professional Extension staff provide leaders with the information they need to do the job. The leader is usually selected by boys and girls and their parents, with suggestions from community groups and the county Extension workers. A 4-H group may have several leaders, with different responsibilities. Teen leaders may assist them.

*Organization leaders* give overall guidance to the group. They help organize the group, guide its activities, serve as liaison with community groups, and supply records for the county Extension office.

*Project or activity leaders* teach subject matter to youngsters. They set up judging classes, conduct tours, and help boys and girls prepare demonstrations, exhibits, and talks.

*Consultants* have special knowledge in some topic the group is interested in. People like a forest ranger, a lawyer, or the county nurse might lead a discussion, show slides, and answer questions for a program.

Often there are area or county leaders. These may head up a major or new program, advising and teaching the local leaders.

The adult volunteer 4-H leader not only teaches youth and serves his community, but he also learns and gains as a person in the process.



## TEEN LEADERS...

Older 4-H'ers may serve as leaders. Adult leaders guide them as they learn their new role in 4-H. Teen leaders are important in 4-H.

Although few junior leaders have full responsibility for a club, they may help plan county 4-H events, serve as junior counsellors at 4-H camps, or give individual tutorial help to new members. They are encouraged to use their knowledge and skills in other community and school groups as well.

Some of these teen leaders may enroll in the 4-H Leadership Project; others may not. Most important, they are given the kind of responsibilities that say to young people, *"You are important. You are capable. You are becoming an adult."*

*Older boys and girls can help the younger.*

*A 4-H camp (below, left) develops individual leadership qualities. Skilled teen leaders teach eager new members (below, right).*





# 4-H is a Family Affair ...

Much 4-H work is centered around the home and family. Many parents were once 4-H'ers themselves and want their children to have the same opportunities. Small 4-H projects call for work similar to that being done on a larger scale by the parents of the member. This lets members work with their parents, so that they start early learning the duties

involved in home and work.

The success of a boy or girl in 4-H depends a great deal on his parents. They help him decide on projects best suited to the family or home situation.

"Involve the parent as you enroll the boy or girl" is good 4-H procedure.

*A father's experience (left, top) is valued by a boy working on a 4-H project. (Left, bottom) A daughter asks mother's advice on her home improvement project. (Right, below) The whole family takes an interest in planning home-centered 4-H Club projects.*





# ... and a COMMUNITY AFFAIR ...



4-H leaders plan county program.



Outstanding 4-H'ers participate in Washington, D.C., events.

## The County 4-H Program

County 4-H organizations support 4-H locally.

Advisory groups of adult leaders, 4-H members, and interested citizens work with the county Extension staff to plan the 4-H program. These 4-H councils may:

- Select and train leaders.
- Sponsor county events and activities for local groups.
- Tell the public about 4-H opportunities.
- Work with business, industry, and parents.

County or area events such as camps, fairs, demonstration days, and tours enrich the local programs. "Achievement days" honor those who have done a good job . . . both members and leaders.



## The State 4-H Program

The State Cooperative Extension Service staff, located at the State land-grant university . . .

- Train and evaluate county staff.
- Provide publications and other teaching materials.
- Give leadership to State conferences, activities, and events.
- Work with those who support 4-H programs.

## The National 4-H Program

Staff members of the Federal Extension Service of the U.S. Department of Agriculture counsel States in designing and conducting 4-H programs. They work with the National 4-H Club Foundation and the National 4-H Service Committee in planning and conducting 4-H programs.

*Two national events* are held yearly for outstanding 4-H'ers. The National 4-H Conference in Washington, D.C., concentrates on citizenship education.

The National 4-H Club Congress convenes in Chicago each year. There, about 1,600 young people selected in State competitions are honored for their achievements in project work.





(Left) Counterparts of 4-H are found in many countries around the world.  
(Right) 4-H'er from Norway compares notes with U.S. 4-H'er.

## 4-H WORLDWIDE

Many people in other countries have learned about 4-H and American youth firsthand through the International Farm Youth Exchange. This "IFYE" program gives our young people a chance to learn another way of life by living for a few months in another country. Foreign youths come here in this two-way exchange, to live with American families. When they return home, "IFYE's" share their experiences with youth groups,

civic clubs, and others in their own countries.

International exchange visits, sister-to-sister 4-H Clubs, pen pals, country study and other international experiences are also available to 4-H members.

The 4-H Club idea now circles the globe. About 74 countries have youth programs like 4-H, adapted to their own needs.





*The 4-H experience brings forth the leadership qualities tomorrow's citizens will need.*

## 4-H FITS THE FUTURE

The early-day "corn, pig, and canning" clubs—forerunners of 4-H—were started to teach families improved practices in farming and home-making through teaching boys and girls. The emphasis then was on the project.

Very soon leaders saw that the project should not be the end in itself, but rather a means of working with youth. Projects have changed with the times, adapting to the new situations in which young people find themselves.

Nearly 100 projects are available now, to interest young people throughout the Nation. Many boys and girls growing up on farms will have to find jobs in cities, and 4-H is helping them explore and prepare for new career possibilities.

Citizenship programs appeal especially to the teenage member, teaching a citizen's responsibility to himself, to the group, and to his community.

Through 4-H, boys and girls learn to live and work cooperatively with others. 4-H strengthens the bonds of understanding between youth in this country as well as overseas.

### For More About 4-H

Your county Extension agent can give you information about the 4-H program in your community. Or you may write to the Cooperative Extension Service of your State land-grant university or to the Federal Extension Service, U. S. Department of Agriculture, Washington, D.C. 20250.

## HELPING WITH 4-H

### National 4-H Service Committee, Chicago: \*

- Arranges and announces National 4-H Awards Programs.
- Plans and coordinates National 4-H Club Congress.
- Produces and distributes educational literature and aids, in cooperation with the Extension Service and 4-H donors, Publishes **National 4-H News**.
- Maintains a supply service to provide appropriate materials for members, leaders, and professional workers.
- Aids in obtaining private support for 4-H Club work.
- Carries on a year-round, nationwide information program.
- Supports program development throughout the country.

### National 4-H Club Foundation at Washington, D. C.: \*\*

- Handles such 4-H international programs as the International Farm Youth Exchange Program (IFYE) in cooperation with the Cooperative Extension Service.
- Operates the National 4-H Center.
- Provides assistance for Extension Seminars on working with youth.
- Provides opportunities for citizenship and leadership training for members and local leaders.
- Conducts experimental, exploratory projects and studies.
- Aids in obtaining private support and additional assistance in carrying out 4-H programs.

\* 59 E. Van Buren Street, Chicago, Illinois 60605

\*\* 7100 Connecticut Avenue, Washington, D.C. 20015

# THE 4-H PROGRAM



The purpose of the Extension 4-H program is to help young people become creative and productive citizens. 4-H lays a foundation for continuing education and helps youth acquire a zest for life-long learning.

4-H helps young people to . . .

- Acquire knowledge of science and scientific methods
- Explore careers and improve employability
- Learn agricultural production and management principles
- Improve family and home living
- Create desirable relationships with others
- Promote safety, health, and fitness
- Engage in community development
- Value and conserve natural resources
- Appreciate cultural arts and use leisure creatively
- Increase leadership competence
- Become responsible citizens
- Share in international development and understanding

## PHOTO CREDITS

USDA — pp. 8 (automotive), 9 (livestock), 13 (outstanding 4-H'ers).  
Connecticut Extension Service — p. 9 (Entomology).  
Illinois Extension Service — p. 6 (judging, group action).  
Michigan Extension Service — p. 5 (TV club).  
Missouri Extension Service — p. 9 (consumer skills).  
New Jersey Extension Service — p. 3, p. 9 (conservation), p. 11 (individual leadership).  
Texas Extension Service — p. 9 (science).  
Vermont Extension Service — p. 9 (horsemanship), p. 11 (older boys and girls).  
West Virginia Extension Service — p. 5 (special interest).  
HERALD AND REVIEW, Decatur, Ill. — p. 7 (demonstrations).  
TIMES, Shreveport, La. — p. 12 (family).  
USAID, Guatemala — p. 14 (counterparts).  
National 4-H Foundation — p. 14 (Norway).  
National 4-H Service Committee — all other photos.

## Cooperative Extension Work:

United States Department of Agriculture and State Land-Grant Universities Cooperating.

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